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ABSTRACT

Fifteen activities for secondary social studies classes are provided in this unit that focuses on four central ideas stressing the role that land and the free market played in the Industrial Revolution. (1) "Women and Property" discusses the changes in both the status and rights of women, particularly in terms of women's rights in land. (2) "A Shift in Economies" emphasizes the shift from a land-based economy to one based on capital. (3) "Geography and Its Impact" focuses on the interaction between man and the environment that shaped the Industrial Revolution in England. (4) "Advent of Free Markets" shows how state-controlled economies began to evolve into free markets. Each features a central theme and key concepts. (DB)

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LAND AND FREEDOM

ISSUES IN WORLD HISTORY

THE INDUSTRIAL REVOLUTION

The period we refer to as the Industrial Revolution, which began in England during the middle of the eighteenth century, was not a "revolution" in the political sense. It was rather a continuous series of advances in industrialization and innovation. These technological advances, however, brought about tremendous changes in society.

The Industrial Revolution continues today. It has reached every corner of the world, and has affected every political, economic, and social fabric of society. Historical and economic analysis has, understandably, tended to focus on the importance of capital development—of steam, gasoline, & electric power, and huge, rapid improvement in communication and transportation. Focus has also centered on labor, essential to the industrial economy but often cruelly mistreated. However, the importance of the third factor of production—land—has not been emphasized. It is only recently that the importance of land has begun to be recognized.

This unit includes four central themes that stress the role that land and the free market played in the Industrial Revolution.

1. *Women and Land* discusses the changes in both the status and rights of women, particularly in terms of women's rights in land.
2. *A Shift in Economies* emphasizes the shift from a land-based economy to one based on capital.
3. *A Geographic Inheritance* focuses on the natural elements that made England uniquely capable to lead the way.
4. *Advent of Free Markets* shows how state-controlled economies began to evolve into free markets.

This unit is part of the *Land and Freedom* series available in world and American history and economics. In addition, videotapes are available in both American history and economics.

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LAND AND FREEDOM: THE INDUSTRIAL REVOLUTION

I. Women and Property

Theme: Property rights for women changed significantly as a result of the Industrial Revolution.



Concepts:

- * *property rights*
- * *feudal society*
- * *classical Athens*
- * *economic independence*
- * *inheritance*

The Industrial Revolution was an era of significant social change as well as rapid technological change. One of the most dramatic social changes was an alteration in both the status and the rights of women, particularly with respect to property.

The status of women in the 18th and 19th centuries can be traced to the classical period of ancient Athens in the fifth century B.C. This is the period from which Western Civilization traces its roots.

The status of women was one of inferiority, both legally and politically. Women had little access to the society, education and culture for which classical Athens is so famous. Women were secluded in their homes; they certainly could not buy or sell land.

Although women could technically acquire property or have property "attached" to them for purposes of marriage, they were merely seen as "conduits" for the exchange of property between important families. Property was managed by their male guardians and, thus, decisions were not to be made by women.

During the later years of the Roman Empire, daughters inherited equally with sons, and retained the right over some of the property they brought into marriage. Thus, some women did own property at this time.

Germanic tribes, who were drawn into Roman lands when the empire fell in the fifth century, brought their own traditions and attitudes with them. Both the Visigoths and the Franks were more liberal toward women, and it was not uncommon in these tribes for a husband and wife to jointly administer the land. A daughter could also inherit land if there were no sons.

Overall, however, (and certainly by modern standards) the influence of women was limited.

In the ninth century, the feudal society which developed first in France and later on in England, concentrated on war. The need for protection was paramount because feudal society lacked strong central governments. Landholding, in this atmosphere, was closely linked to military service, and landholders, usually lesser lords, had to provide defense against external enemies. This was essentially the rent paid to the greater lord of a particular area. Since women did not engage in battle, they were excluded from these arrangements.

However, in some places during the feudal period, women, particularly in the early centuries, could own property. In the 12th and 13th centuries, French women in the north could possess, inherit, and even sell land. But these rights were later lost. In some towns in the Middle Ages, women ("femme soles") could own businesses and keep their earnings, while in other cases, widows could receive profits from their husbands' businesses.

But men dominated the feudal period, and change did not really begin to occur until the Industrial Revolution. Until 1850, no matter what their class, women were still in a position of legal, social, and economic subservience to men. Their persons and property were subject, by law, to the authority of their fathers, husbands and brothers. They had no voting rights, could hold no public office, and were barred from all professions

except for teaching, and, later, nursing--which were lower-paying professions. Thus, they had virtually no opportunity to gain economic independence.

A woman could not hold property in her own name, and was thereby barred from deriving any economic benefits from this all-important source of wealth. The denial of such rights was the most effective way to enforce and preserve the subservient status of women. So, you can see how economically important landholding was.



British feminist groups published inexpensive papers in their effort to enlist popular support for the cause of woman suffrage.

If an Englishman wished to divorce his wife under English law, he had the right to any property she brought into the marriage. In a divorce caused by a wife's infidelity, all issues involving property and custody were resolved according to the husband's wishes. Even if the divorce was caused by the husband's brutality or infidelity, he could still control her property.

The standard of English law prevailed in most of Europe, although there were some variations.

Industrialization gave more women opportunities for economic independence. They joined the labor force as workers, with jobs in commercial agriculture, textile factories, and domestic service away from home. Women now received wages for their work, which they could spend as they pleased.

The growth of the middle classes during the Industrial Revolution led the more educated women of that class to seek more rights. Women like Barbara Leigh Smith and groups such as the Law Amendment Society led to the enactment of the Married Women's Property Act. This law allowed women in England to possess property in their own names. It led to other laws, which, finally, gave women the same property rights as men.



Activity 1: background questions

If you give copies of the "background" to students, please have them answer the following questions:

1. What economic rights did women have in ancient Athens?
2. What impact did the system of landholding in feudal times have upon women?
3. How did some of the ideas of the Germanic tribes differ from the Romans with respect to women?
4. How did the Married Women's Property Act affect the status of women?

5. Why do you think the Industrial Revolution opened the door of opportunity for women?

Activity 2: evaluating a poem

Alfred, Lord Tennyson, a distinguished English poet, wrote much of his poetry during the heyday of the Industrial Revolution. Below are several lines from his poem, "The Princess":

*When the man wants weight, the woman
takes it up,
And topples down the scales; but this is fixt
As are the roots of earth and base of all--
Man for the field and woman for the hearth;
Man for the sword, and for the needle she;
Man with the head, and woman with
the heart;
Man to command, and woman to obey;
All else confusion. Look you! The grey mare
Is ill to live with, when her whinny shrills
From tile to scullery, and her small goodman
Shrinks in his arm-chair while the fires of hell
Mix with his hearth. But you--she's yet a colt--
Take, break her....*

Please answer the following questions:

1. What is the general tone of the poem?
2. How representative is it of this period during the first half of the nineteenth century?
3. What is meant by the last line?
4. Is this a flattering picture of women? How do you think your reaction would compare with that of a reader of Tennyson's time?
5. Compare the essence of this poem with the plight of women today.

Activity 3: evaluating a primary resource

In July 1848, the first women's rights convention in United States history was held in Seneca Falls, New York. Using the Declaration of Independence as a model, they drafted a document known as the "Declaration of Sentiments". Below are excerpts from that document.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has taken from her all right of property, even to the wages she earns.

After depriving her of all rights as a married woman, if single and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives a scanty remuneration.

He closes against her all the avenues to wealth and distinction, which he considers most honorable himself. As a teacher of theology, medicine, or law, she is not known.

Please answer the following questions:

1. Discuss what the excerpt suggests about how women are treated by men.
2. Which rights do women now possess that they did not possess in 1848?
3. The Declaration suggests that women were deprived of their rights due to their sex. Can you list any inequities confronting women today, which are derived from sex discrimination?
4. Can you list any inequities confronting men today, which are derived from sex discrimination?

Activity 4: dialoguing with students

Each student in the odd rows becomes Character #1. Each student in the even rows becomes Character #2. Each Character #1 writes a line of dialogue concerning their status and attitudes during the time period under discussion. For example, a female factory worker during the Industrial Revolution may state, "I'm doing the same work as men, but they get more money." Then the employer (character #2) responds, and the dialogue begins. The paper is then passed back to Character #1 for another line of dialogue. Have each student write about five or six lines. Then, when all are finished, have several students read their comments aloud.

sample characters:

- A. the daughter of a peasant and the daughter of an aristocrat during the feudal period.
- B. a female factory worker and a male employer during the Industrial Revolution.
- C. husband and wife during feudal times.
- D. mother and daughter during the feudal period.
- E. brother and sister in ancient Athens.
- F. female student and male lawyer during the Industrial Revolution.

II. A Shift in Economies

Theme: The Industrial Revolution was a shift from a land-based economy to a capital-based economy.



Concepts:

- * capital
- * land
- * wealth
- * rent
- * supply and demand

The Industrial Revolution laid the foundations of the "capitalist" system as we know it today. Prior to this period, the economic system had been based on land as the essential wealth-producing factor. During the Industrial Revolution, the ownership and use of capital became much more important. Economists define capital as *wealth (the product of labor) which is used to produce more wealth*. In the simple economy of a farm, nature does a lot of the work--and it is possible to run a productive farm using relatively simple and inexpensive tools. In the centuries past, the ownership of land was equated with wealth. A factory, on the other hand, must make use of a lot of equipment. But the most important feature of the Industrial Revolution was the development of stronger, faster, more precise, and more powerful equipment. So we can see the new importance placed on capital as the basis for producing wealth.

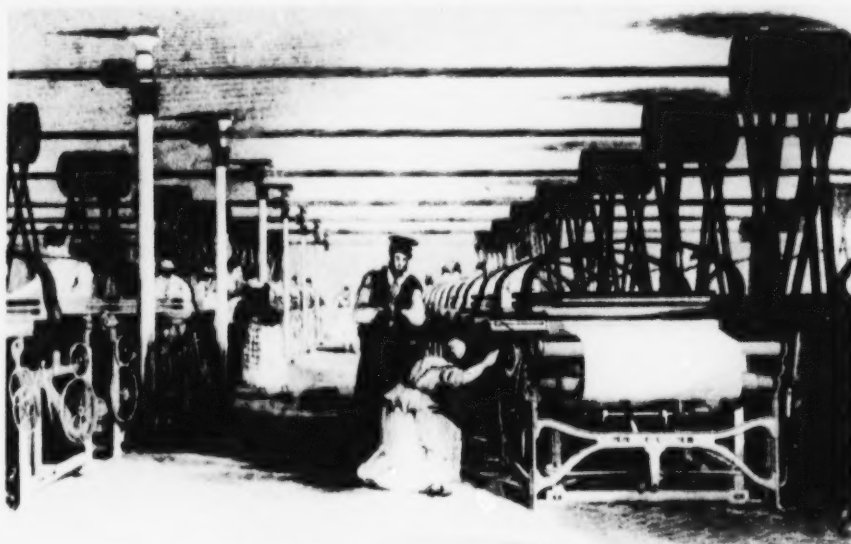
Now let's consider some of the consequences of this shift in economies. In a land-based economy, there is a built-in monopoly because there is always a fixed quantity of land. During a period when transportation and communication were limited, as they were during the feudal period, land would have an even higher value. Workers

on large parcels of land would have little choice but to work to make their landlords wealthy.

Landlords were in a powerful economic position. Most of what the peasants produced was turned over to the landlords as rent; the remainder was left to the workers themselves (usually just enough to keep them alive). If there was a bumper crop, the rent could be raised, because the peasants, dependent upon the land for survival, had no alternative means of employment.

In a capitalist economy there is almost unlimited productive capacity. It is impossible to produce more land, but that cannot be said of labor and capital. The supply of workers and machines responds to the forces of supply and demand. If it is profitable for the capitalist to supply more capital, he (or she) will do so. The supply of labor in a particular industry will increase as wages increase; wages for workers are based on the demand for goods and the supply of labor in a particular area or with particular skills.

Unlike land, labor and capital are mobile factors of production. They can be transported



An English factory using power looms for weaving cloth.

and sold miles away. Huge advances in mobility, resulting from improved transportation, were an important part of the Industrial Revolution. Finally, unlike a farmer who is tied to a plot of land, an industrial worker has the option of seeking employment in another area.

An economic system based on capital is still, of course, dependent on land. All wealth is produced from the natural resources found in land. Whether it is metal used to make tools or food on the dinner table, it comes from the land. In addition, the location of industries is based on the ease of transporting the goods that they make. Locations which provide easy access to markets have higher land values.

Despite the shift toward capital-intensive production (that is, production using a higher proportion of capital than labor), the Industrial Revolution did not change the fact that land is an essential ingredient for acquiring capital-based wealth.



Activity 1: background questions

If you give copies of the "background" to students, please have them answer the following questions:

1. Explain the major economic shift that took place because of the Industrial Revolution.
2. What are some ways in which capital is different from land?
3. What prevented peasants and farmers from moving around before the Industrial Revolution?
4. How do the laws of supply and demand operate with capital? with land?
5. Explain why the early industries developed where they did.

Activity 2: determining priorities

Even though the Industrial Revolution brought many benefits, it was accompanied by a number of problems. Here are some of those problems to put on the board:

- *crime*
- *poverty*
- *slums*
- *pollution*
- *affordable housing*
- *degrading or dangerous working conditions*
- *homelessness*

Assemble the students into groups according to which problem they see as having the highest priority--the one that should receive the most immediate attention. Then have each group analyze the problem chosen and develop arguments for why resources should be most urgently devoted to that problem. After several minutes, have each group pick a speaker, who will then participate in a panel discussion/debate on which problems should be tackled first and most comprehensively.

Each group should identify at least three important arguments why that particular item should be placed at the top of the list. Assume that time is pressing, and that the resources available are limited.

When the group leaders are gathered for their "panel discussion", the rest of the class is to interview them in a press-conference format. The exercise should help to sharpen logical and debating skills as well as the students' grasp of the subject. After the panel discussion is completed, draw any conclusions from the whole class.

Activity 3: evaluating a statement on the importance of land

In *Progress and Poverty*, Henry George states the following:

The ownership of land is the great fundamental fact which ultimately determines the social, the political, and ultimately the intellectual and moral condition of a people. And it must be so. For land is the habitation of man, the storehouse upon which he must draw for all his needs, the material to which his labor must be applied for the supply of all his desires; for even the products of the sea cannot be taken, the light of the sun enjoyed, or any of the forces of nature utilized, without the use of land or its products. On the land we are born, from it we live, to it we return again--children of the soil as truly as is the blade of grass or flower of the field.

Please answer the following questions:

1. According to the author, what does the ownership of land determine?
2. What is George's definition of land? Compare it to the way "land" is understood in everyday conversation.
3. What is the relationship between land and human society?
4. What is meant by the last sentence in the excerpt?
5. How has the idea of land taken on new importance to Americans since the 1960's?

Activity 4: analysis of an industry

In order for students to get a grasp of the changes that have taken place since the advent of the Industrial Revolution, divide the class into three teams. Have each team visit a local industry and interview one of the owners or top manage-

ment using the questions below as models. Everyone should use the questions labeled "all teams".

All teams: history and ownership of the enterprise

1. When did it originate? Why and how? Why was it located in this community? And why in this specific location?
2. What has been the record of growth?
3. Are there significant problems or developments relative to location?

Team A: production

1. What is produced or what services are offered?
2. What natural resources are used, where do they come from, and how are they delivered?
3. What capital is needed and how expensive is it? What is the amount of capital investment per worker?
4. What management skills are needed? What is the training?
5. How are all of these things different now from when the industry first began?

Team B: market activities

1. What are the total sales per year?
2. What are the goods and services sold?
3. What type of personnel are employed to do the job? How many skilled vs. unskilled employees are needed?
4. How are all of these things different from when this industry first began?

Team C: relationship with government

1. What types of regulations or restrictions affect the business?
2. What services are provided to the business by the government (any level)?
3. What are some of the problems with government?
4. How are all of these things different from when this industry first began?

After the students have completed their interviews, they should give their general impressions of their experiences. This exercise could also form the basis for an essay or a term paper.

III. Geography and Its Impact

Theme: The interaction between man and the environment shaped the Industrial Revolution in England.



Concepts:

- * human-environment interaction
- * energy sources
- * factors of production
- * water power
- * natural resources

The events of history and the facts of geography are intertwined. The features of land and sea, and the resources they contain, affect when and how societies develop. The word "geography" comes from the Greek words, "Geo"--earth, and the suffix which means studying or describing something. Years ago, the study amounted to little more than remembering where places are. Now, however, geography is considered to have five major themes: location (where it is), place (what it's like), movement (staying in touch), regions (worlds within a world), and human-environment interactions. Let's consider the beginning of the Industrial Revolution in England in terms of the idea of human-environment interaction.

There are many reasons, some social and political, why the Industrial Revolution began in England--but underneath all the social causes was the unique relationship between people and the place where they lived.

In order to create wealth, which is what the Industrial Revolution was all about, it was necessary for

people to combine the three factors of production (land, labor and capital) and put them to work together. All wealth is created by labor, out of the raw materials called natural resources. The Industrial Revolution caused a great expansion of capital, or wealth used to produce more wealth (such as tools, machines, railroads, telegraphs, etc.). The proper combination of environmental ingredients was also necessary for this surge in production. People might have wonderful ideas for wealth-producing machines, but unless there are natural resources for these machines to use, they will never become profitable. And, the particular geographical features of a place tends to determine what kinds of inventions will be developed and put to use.

England is an island, smaller in size than many of her European neighbors. Because of her richly indented coastlines, she was able to use water transportation to great advantage in trading with other nations. There would be no incentive to increase the production of goods if there were no way to get those goods to market--but these coastlines and inland rivers made it possible to transport large amounts of goods. Canals were built to connect bodies of water, making transportation even more efficient. Manchester is a prime example of how a city was helped by the building of canals.

Water had been a source of power for many



Two nineteenth-century views of Manchester, England:

....Thirty or forty factories rise on the tops of the hills....the wretched dwellings of the poor are scattered haphazardly around them....The roads which connect the still-disjointed limbs of the city show, like the rest, every sign of hurried and unfinished work; the incidental activity of a population bent on gain....Here humanity attains its most complete development and its most brutish; here civilization works its miracles, a civilized [person] is turned back almost into a savage. --Alexis de Tocqueville, Journeys to England and Ireland, 1835

....Manchester streets may be irregular, its smoke may be dense, and its mud ultra-muddy, but not any or all of these things can prevent the image of a great city rising before us as the very symbol of civilization, foremost in the march of improvement, a grand incarnation of progress.

--The Edinburgh Journal, a leading British magazine, 1858

centuries, but England's many streams, and plentiful rainfall, now represented a source of energy to turn the great wheels of the new factories. Where water was not already rushing, dams were built and waterfalls were created. This is a major reason why the early phases of the Industrial Revolution began in the countryside. Its influence was not felt in the cities until other sources of power were discovered.

During the latter part of the seventeenth century, coal began to be used as the primary source of power for industry. England had an adequate supply of coal, which, with some processing, could be used to power factories. Although the rushing streams and the deposits of coal had always been part of the English landscape, they only became important resources when people learned how to exploit them. In this way, an economic revolution began.

Iron, another valuable natural resource, was necessary for many of the technological and industrial leaps that England made during the nineteenth century. Melted and combined with other metals, it becomes steel. The door was now opened for a new means of transportation that would have the greatest impact of all--the railroads. The number of railroads a nation had was closely related to the speed of industrialization, and England was in the forefront.

The interaction of the English people with their environment in the eighteenth and nineteenth centuries changed England and the rest of the world. The methods by which industrialization came about in England were largely determined by the particular composition of England's natural resources. Because of these changes, however, a different environment and a different people emerged. 

Activity 1: background questions

If you give copies of the "background" to students, please have them answer the following questions:

1. What geographic features in England helped industrialization?
2. Explain how the labor and the environment are related.
3. How did people during this period change the environment? Give some examples of how the environment is being changed today.
4. What sources of energy are replacing those of water and coal? What are some potential untapped sources?
5. Show how two other events we have studied have been affected by the interaction between people and their environment.

Activity 2: analyzing an excerpt from Shakespeare

Shakespeare wrote his plays centuries before the advent of the Industrial Revolution. In many of them, though, he vividly shows the historical importance of geographic facts. Here is an excerpt from *King Richard the Second*:

This royal throne of kings, this scepter'd isle,
This earth of majesty, this seat of Mars,
This other eden, demi-paradise;
This fortress built by Nature for herself
Against infection and the hand of war;
This happy breed of man, this little world;
This precious stone set in the silver sea,
Which serves in it the office of a wall,
Or as a moat defensive to a house,
Against the envy of less happier lands;
This blessed plot, this earth, this realm, this
England...
This land of such dear souls, this dear dear
land,
Dear for her reputation through the world.

Activity 2 (continued)

Please answer the following questions:

1. These lines are spoken by Sir John of Gaunt, a loyal advisor to King Richard the Second. What is he stating about England? How do you think a Frenchman would respond to this speech?

2. How has England's geography affected relationships with her neighbors?

3. What are Shakespeare's views on the people of England?

4. How do you think Shakespeare views the relationship of the English people with their environment?

5. Can you think of any other author who uses the environment as a theme? Explain.

Activity 3: classifying terms

Below is a list of economically productive items. Classify each term from the list below as either environment (land), labor, or capital. If you do not think the item belongs in any of the three categories (why not?), place it in a fourth column, Not Applicable.

- | | |
|-------------------|------------|
| * salesman | * iron ore |
| * factory | * tires |
| * store owner | * river |
| * taxi cab | * dam |
| * pizza | * forest |
| * savings bond | * flower |
| * President of GM | * canal |
| * teacher | * computer |
| * typewriter | * slave |
| * coal | * money |

Activity 4: separating fact from opinion

A fact is an event that has actually happened, or a truth that can be logically proven to be true. An opinion cannot be proven to be true or false.

Below are statements concerning the Industrial Revolution. Please mark each statement as true, false, or opinion.

___ 1. Geography is a way of describing the earth.

___ 2. The Industrial Revolution began in England because of the superiority of its people.

___ 3. Coal and iron ore are two necessary natural resources needed today for industrialization.

___ 4. Man is capable of increasing natural resources.

___ 5. Agriculture was less important as a result of the Industrial Revolution.

___ 6. Britain had the right combination of capital, accessible natural resources, and talent to lead to the Industrial Revolution.

___ 7. The Industrial Revolution has made this a better world.

___ 8. Socialism, which was conceived as a remedy for some of the abuses of the Industrial Revolution, is better able than capitalism to solve the problems of industrial society.

___ 9. The expansion of railroads has created many new jobs.

___ 10. Textiles was an early industry in England.

IV. Advent of Free Markets

Theme: Free markets replaced some of the state-controlled markets as a consequence of the Industrial Revolution.



concepts:

- mercantilism
- free markets
- capitalists
- tariffs
- reciprocity
- domestic markets

Another of the important economic features which marked the Industrial Revolution was the advent of free markets.

Prior to the period of industrialization, nations sought to protect their domestic industries from foreign competition. One of the ways this goal was achieved was through the imposition of harsh tariffs on foreign imports. Also, if a nation had colonies, such as the thirteen American colonies of England, trade between the colonial possessions and the rest of the world was severely restricted. This had the effect of curtailing over-all world demand. However, since there was little or no surplus production, the benefits enjoyed by the protected domestic industries outweighed the economic impediment of trade restrictions.

As the Industrial Revolution gained momentum, inventions rapidly increased the productive powers of industry. Markets were now needed for the expanded production, and capitalists and statesmen alike soon realized the desirability of lessening the tariff barriers. Foreign trade became more and more important as the economies of the European powers became intricately linked. Now, England and her European trading partners had vast abilities to produce goods, and this sudden increase in productive capacity provided the incentive for free-trade policies. Free Trade, in turn, stimulated production even more.

The advent of free markets provided two other important economic benefits. A free market fostered cheaper goods for all involved because of newly enhanced competition, and the

opening of foreign markets provided new channels of trade. More wealth was suddenly available to trade for a greater variety of goods. The more trading that took place, the more efficient trading became as a stimulus to production.

As capitalists themselves began to exercise political power, they sought to influence national trade policy. And, the persuasive rationale of leading economic thinkers, such as Adam Smith, took root in the minds of statesmen and policy makers. During the 1830's and 1840's, Great Britain, the world's industrial leader, began to move toward a less restrictive trade policy.

Free trade encourages more production and more profit. Often, commercial rivals found that they both benefited if there were less restrictions on trade. So, each lowered or abolished tariffs and duties on a mutual basis. This principle of reciprocity gave nations a means to increase production and trade. By the end of 1860, the English repealed duties on hundreds of articles, and free trade was effectively in force. Free trade was now seen as the best policy to foster greater industrial expansion and to provide cheaper goods to the European population. 

Activity 1: background questions

Please have students answer the following questions:

1. How did the Industrial Revolution bring about free trade?
2. What is meant by free trade?
3. Describe the type of trade policy employed by most European countries before the Industrial Revolution.
4. Why did capitalists in England support the policy of free trade?
5. How was this policy tied in with the idea of reciprocity?

Activity 2: analyzing an economist's ideas on free trade

Henry George, an American economist, wrote a book called *Protection or Free Trade*. With very few exceptions, he advocated a policy of no restrictions to international trade. Interestingly, George felt that free trade would not solve the world's economic problem by itself: George felt the land issue must be addressed first.

Here is an excerpt from that book:

Free trade means free production. Now fully to free production it is necessary not only to remove all taxes on production, but also to remove all other restrictions on production. True free trade, in short, requires that the active factor of production, labor, shall have free access to the passive factor of production, land. To secure this all monopoly of land must be broken up, and the equal right of all to the use of the natural elements must be secured by the treatment of the land as the common property in usufruct of the whole people....

The partial reform miscalled free trade, which consists in the mere abolition of protection--the mere substitution of a revenue tariff for a protective tariff--cannot help the laboring classes, because it does not touch the fundamental cause of that unjust and unequal distribution which, as we see today, makes "labor a drug and population a nuisance" in the midst of such a plethora of wealth that we talk of over-production. True free trade, on the contrary, leads not only to the largest production of wealth, but to the fairest distribution.

Please answer the following questions:

1. What is the essence of the above quote by Henry George?
2. What is the difference between active and passive factors of production?
3. What is George advocating?

4. Based on this reading, why does the author state that true free trade will lead to fairer distribution?

5. Does the idea of free trade apply, today, to domestic restrictions? Explain.

6. Are all taxes a restriction? Explain.

Activity 3: speaking out on foreign trade

Below are comments by various speakers. They can be used in various kinds of exercises for developing rhetorical skills, as well as an understanding of international trade issues. Students can prepare written or oral arguments, or both.

Speaker 1: I don't know much about the tariff. But I do know that when I buy a Japanese car, I have the car and Japan has the money. When I buy an American car, I have the car and America has the money.

Speaker 2: Look, I am in favor of free trade--but when a country places restrictions on our goods, we ought to do the same in self-defense.

Speaker 3: Our wages are the best in the world. But if you let goods come into this country from some of the poorer countries where salaries are low, then I'll be out of a job.

Speaker 4: The purpose of trade is to get the best product for the least bucks. When I shop in any store, that's what I want.

Speaker 5: Sure we may be getting steel cheaper from other nations but what happens if we have a war? We need to be self-sufficient in the production of goods needed for war and defense.

Speaker 6: It has been estimated that to save one job in the auto industry by restricting Japanese imports, American consumers pay \$160,000 in higher prices. That means we have to work that much harder to pay for American merchandise.

Speaker 7: If we place more restrictions on imports, other countries will do the same. That means I will have much more difficulty selling my agricultural products in Europe.

